

# Table 5 Preliminary List of Action Options with Clarification-Region 3

**Triggering Question:** "What are action options for your region, which, if adopted and implemented, will overcome barriers and help us create a sustainable model of assistive technology to support students in accessing and progressing in the general education curriculum?"

## Action Option 1: TEACHER PREP

*Work with universities in teacher prep programs so that pre-service teachers have this information.*

## Action Option 2: COPYRIGHT

*.Advocate for change in copyright laws to make it easier to provide digital text to all students who need it.*

*C: Please explain briefly.*

## Action Option 3: PROFESSIONAL DEVELOPMENT AND ONGOING SUPPORT

*We need to integrate more technology in our classrooms. However, many new teachers and experienced teachers are still using old methods, because we don't have the time to learn, use and troubleshoot our way through technology. It would also serve to include PD that shows how AT levels the playing field and can make a substantial difference in someones education.*

*C: Thank you. this is a good model for others to follow in responding to the triggering question.*

*Also it is highly desirable to respond in the context of the statewide vision map and the barriers map you identified in your colab I. in other words, as Jeff explained at the start of our colab, please try to come up with action options that overcome the barriers and approximate the vision of an ideal AT description at the state level.*

## Action Option 4: WEBSITE/BLOG/WIKI

*Develop a "place" for AT Consultants to share information about AT Tools/resources and how they have used them that could be used by SE staff for information.*

*C: Again it will help if you elaborate on your meaning.*

## Action Option 5: STOP MAKING ASSISTIVE TECHNOLOGY SO 'SPECIAL'

*In training with teams they need to understand that assistive technology is included under the umbrella of instructional technology. All staff may be more willing to embrace it as just a part of what we need to do if we stop making it so "special".*

## Action Option 6: CREATION OF DATA FORMS/SAMPLES TO BETTER 'STANDARDIZE' DATA COLLECTION

*I think more direction on this would be helpful as often times I think there is confusion on the types of data that need to be collected in order to see that the technology is doing what it is intended to do. Needs to be simple and to the point.*

## Action Option 7: PROFESSIONAL DEVELOPMENT

*Establish minimum competencies in major areas of AT that staff need to be exposed to help students progress in the curriculum.*

## Action Option 8: ESTABLISH GUIDELINES FOR BUDGETARY SUPPORT FOR ASSISTIVE TECHNOLOGY

*Districts seem to be funding more mainstream instructional technologies but need to set aside some funding for AT that may be more specialized.*

## Action Option 9: PRESENT TO SCHOOL BOARDS

*It has been my observation that if it is important to the board members, it will be a priority in your district.*

*Boards generally schedule 10-20 presentations at their meetings to keep themselves apprised of initiatives in their buildings.*

*Ensuring that AT successes are shared on a regular basis will help take the elite persona from AT use. At every board meeting I have been to the board asks - what can we do to help?? Talk about opening a window :)*

## Action Option 10: NAME CHANGE-HORSE OF A DIFFERENT COLOR

*We spoke about instructional technology vs assistive technology but I would submit that we need to paint the technology horse a different color.*

*The term technology breeds many dark images; for administrators technology conures images of big money, for teachers technology conures images of ALOT of extra time & work (all for one kid), for para's technogy conures images of well – technology :)*

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*I believe painting the AT horse a nice shade of Universal Design would go a long way in getting all stakeholders to feel better about and embrace this support. Universal Design is a goal administratives feel good about targeting as it is perceived as more of a concept/ mindset that an actual thing with actual costs. Universal Design is a goal teachers can embrace as it targets all kids, leaving those "I have to do all this for one kid" thoughts behind. Universal Design is representative of using tools (low & high tech), which reduces para dependence a goal every para is proud to see their students achieve.*

## Action Option 11: IMPLEMENT IEP PROCESS CHANGE

*am familiar with the SETT process so this is what I will suggest, although I am sure there are others out there. Right now AT is a box to be checked on an IEP, teams are limited to what they are familiar with as AT options to consider ergo the box quickly gets checked/considered and the team moves on. (How can we condisder what we are not familiar with after all). Unless they are fortunate enough to have an AT specialist at the table.*

*SETT with an accompanying resource like [http://www.texasat.net/docs/Writing\\_Teclinks\\_Oct\\_10.pdf](http://www.texasat.net/docs/Writing_Teclinks_Oct_10.pdf) can help make options known to teams regardless of the individuals at the table. (Teams when reviewing options may be surprised to learn what is already in their building)*

*PARENT COMMENT - SETT would go a LONG WAY towards bringing dialog into the "standard based IEPs's" (talk about checking the box!*

## Action Option 12: HIRE IEP FACILITATORS

*Expand and improve team intensions by adding a team member who can help present options and clarify expectations in the IEP. Could be a part of a SETT or UDL initiative. It's a sad truth that if it is not in the IEP it does not happen. And often even if it is in the IEP if it's not monitored it still does not happen) With a good face, this iniative could help drive change, although I would make it time limited, (3-5 year project) as teams should learn to adapt to a new IEP process and be successful without a facilitator over time. Facilitators could also take on a IEP management role, ensuring supports are utilized and meaningful (addressing the drop and dash stigma) For reasons unknown to me team members many times doesn't call for assitance or perceive they have and don't push for more help. The facilitator role could help remove those unknown barriers, ensuring AT and other supports are utilized as intended.*

*- ergo manage the plan*

## Action Option 13: RESOURCES DIRECTORY

*Create an easy to use options resource list by disability/needs with references if possible. (when I say references I mean someone in the area USING the resource that can be a resource) (IE) [http://www.texasat.net/docs/Writing\\_Teclinks\\_Oct\\_10.pdf](http://www.texasat.net/docs/Writing_Teclinks_Oct_10.pdf) It's nice to know what is available but its ten time better to talk to someone that has already used it!*

## Action Option 14: UDL-A.T. MENTORS (SITE VISITS)

*Not unlike the new teacher model a structured mentor model for UDL-AT-Team Teaching makes sense. I believe that this program should without fail incorporate release time for site visits. After all teachers (& parents) are hands-on visual learners too!*

## Action Option 15: WOW FACTOR-WHAT THAT CAN LOOK LIKE

*Spotlight the goal at Professional Development. For me that happened when I attended a presentation of the West Michigan Inclusion Network and saw mother & son, Erin & Curtis Cunningham present. They did a tremendous job sharing before AT/ after AT impact, how grade level curriculum is adapted and ways knowledge is demonstrated. I would suggest that a vision of what we are shooting for is an annual PD opportunity (one that is required of new teachers especially) If you can't get the Cunningham's to present, I'm sure you all know a family in your districts or resa's that has built a good example of "what that can look like" who would be happy to share their story.*

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## Action Option 16: DATA DECISION LIST

*When choosing a tool to address a task, team should determine what will be measured to determine if changes in performance occurred –A data decision list should be part of every SETT/IEP discussion so teams can pick one data point. QUALITY, QUANTITY, INDEPENDENCE, ACCURACY, SPONTANEITY, SPEED, FREQUENCY, DURATION, LATENCY. (I took this from the Texas Assistive Technology Network)*

## Action Option 17: SLOW AND STEADY CONCEPT BUILDING-PARADIGM SHIFT

*When looking at the barrier chart, most my action responses evolved around the concepts of SETT/IEP building, UDL, backdoor influencers and small hits of training. For me the barriers represented a tree to tall to climb in a day. I think small chunks that provide a view will promote teams to continue the climb for the sheer exhilaration of success. I feel slow and steady is the best way to get stakeholders to climb the mighty oak*

## Action Option 18: PREP TIME

*Staff needs time (time = \$) to prepare for UDL / co-teaching / AT opportunities. This includes funded time in the summer BEFORE school starts! (staff means gen ed/spec ed & para's)*

## Action Option 19: CLEAR EXPECTATIONS OF USE

*IEP team needs to define use and document that in the IEP to combat the drop & dash vision and when tech should be permitted visions of AT. (IE) word prediction software for all written work in excess of 3 sentences. Calculator for all problems comprised of double + digits. Pre-teach Science concepts/vocabulary 100%.*

## Action Option 20: COMMON VISION

*Establish an educational vision that all stakeholders embrace to support student performance.*

## Action Option 21: HAVING MORE DIRECTION AS TO WHO SHOULD BE ON ASSISTIVE TECH TEAMS

*These teams need to be made up of gen ed., special ed teachers, instructional technology staff, SLP's, curriculum directors, administrators, AT consultants, OT/PT's to name a few. Teams need to have release time to meet on a regular basis to be able to co-ordinate training/activities for their districts.*

## Action Option 22: CURRICULUM DIRECTORS

*Provide PD to Curriculum Directors about AT for instruction. Best way to reach its use in the general curriculum.  
C: Please offer a brief explanation of the meaning and intent of this action option that you are contributing so that other members of the group will understand*

## Action Option 23: PROFESSIONAL DEVELOPMENT

*Regional projects could be created to create a data base of resources to be utilized state wide. (Ex. Region III could create a data base of visual supports)*

## Action Option 24: ALLOCATE MONEY

*State needs to provide \$ for UDL/AT for ALL staff, not just special ed (doing otherwise is contray to their 80% of the kids 80% of the time mandate)*

## Action Option 25: HOME COMPUTER AND HOME WORK WORKSHOPS

*Home Computer, Homework Workshops – Conduct homework workshops for parents that provides instruction on googling your way to curriculum concepts and mastery. Conduct these in your district building computer labs and ask your para's and teachers to help facilitate (back door into their buy-in) Make special invitation to families with student with IEP's but certainly this should be open to gen ed families too!! (Hey Roseanne, I think there is a job opportunity for me in this suggestion :)*

## Action Option 26: SHOW AND TELL (7 MINUTES TO SUCCESS)

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*ALL Professional Development should include a seven minute exposure lesson on Universal Design. Pick an area of support, show them what it looks like and tell them where to find a resource (again when I say resource I mean someone who is using that tool) I can't think of anyone in education that wants to take an another initiative, but everyone seems able to take just one little bite, especially if it looks tasty!*

## **Action Option 27: CREATE MORE WEB-BASE TRAINING TO BETTER TRAIN STAFF**

*Whether this comes down from the region or state it would be helpful to have some kind of Virtual School in AT/instructional technology that was highly organized and addressed the high incidence tools that students may need most.*

## **Action Option 28: EDUCATIONAL MATERIALS**

*Establishment of textbook adoption statewide, with requirements that all materials must be accessible to all students.*

## **Action Option 29: EDUCATIONAL MATERIALS #2**

*Establish purchasing agreements with publishers/producers of content related materials that they be made available to all students.*

## **Action Option 30: EDUCATIONAL MATERIALS #3**

*Establish a "must have" tool box consisting of generic options for supporting students. text readers, spelling supports, visual supports, literacy supports. Take a look at the MITS freedom stick as place to start from*

## **Action Option 31: EDUCATE THE ADMINISTRATION**

*Educating the admin. and the school board with how AT can assist students meet their potential.*

## **Action Option 32: PROFESSIONAL DEVELOPMENT TEAMS**

*Provide professional development related to integrating technology into the curriculum that has both general education and special education input.*

## **Action Option 33: PROPOSE A PLAN**

*Propose a plan to admin. so they are aware of the time commitment by all staff involved to create successful program with AT*

## **Action Option 34: TEAM IMPLEMENTATION**

*The team idea should consist of Curriculum Director, Assistive Technology Coord., Building Technology Specialist, and District Technology Specialist*

## **Action Option 35: IMPROVE COMMUNICATION/COLLABORATION**

*Work with directors of special education to identify key contact staff in each local district (or maybe even every building - wishful thinking!) with whom AT "specialists" could share training opportunities, information, and resources.*

## **Action Option 36: USE WIKI AS A TRAINING TOOL**

*Create or maintain a Wiki resource center to support AT and/or UDL. Use of this Wiki as a starting point from which AT training or consultation starts will hopefully provide gentle reminders and new discoveries!*

## **Action Option 37: PROFESSIONAL DEVELOPMENT AND EDUCATION**

*When AT seminars are conducted at the local ISDs, use film and powerpoints that can be converted to Webinars to be shared accross ISDs. Teachers can view these webinars to learn how to use AT in their classrooms.*

## **Action Option 38: ASSESSMENT/EVALUATION**

*Establish uniform assessment/evaluation tool(s) to be used accross ISDs that can be used to assess effectiveness of the AT that is used*

## **Action Option 39: ASSISTIVE TECHNOLOGY STANDARDS**

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*Determine minimum standards of AT for schools region-wide as a goal for school districts to pursue so that all schools have at least a base-line of AT options for teachers/ students.*

## **Action Option 40: FREQUENT BUT SHORT TRAININGS ON ASSISTIVE TECHNOLOGY**

*Incorporate a short AT training piece into meetings already scheduled, such as monthly staff meetings. Ten minutes or so - a tool or strategy, several examples of how it could be incorporated into lessons, brainstorm other possible uses, and a contact person if questions arise. Follow up feedback?*

## **Action Option 41: ESTABLISH ASSISTIVE TECH OR UDL FOR ADMINISTRATORS AS A PORTION OF OUR REGIONAL PROFESSIONAL DEVELOPMENT**

*We currently offer IEP's for administrators once or twice annually at an ISD level. This could be a model for PD to increase knowledge and awareness among decision makers.*

## **Action Option 42: DEVELOP MODEL OF TRAINING/INSTRUCTION FOR AT/UDL FOR LOCAL UNIVERSITY PROGRAMS**

*Collaboratively develop an outline or an overview of training for teacher education programs. These should be broken into modules for the hour introduction, one-time class guest instructor, semester-long course, etc.*

## **Action Option 43: DEVELOP A DATABASE OF ONLINE/DIGITAL PD THAT'S ALREADY AVAILABLE**

*Many archived webinars, tutorials, etc. are available free online. Our region could research and uncover the best of these and post or link to them for all regional staff.*

## **Action Option 44: PROFESSIONAL DEVELOPMENT**

*Create a system in school districts where there is reliable, sustainable professional development either for new AT, new ways to use old AT, or "best practice" workshops. In district is often more easily attended than out of district*

## **Action Option 45: BUILDING LEVEL BUY IN**

*The people who will make the biggest impact will be classroom teachers, the implementers of tech, and also our biggest advocates. We need to find a way to get more gen. ed. teachers involved.*

*Involve general education teachers in training and AT discussions to increase buy-in and increase implementation*

## **Action Option 46: FUNDING**

*Funding from governmental agencies is not always reliable. It would benefit schools to see if they can get grants/ AT from tech companies that market in the area. Local grants can be written for AT.*

*Investigate local grants for purchasing AT (both local and big-business opportunities)*

## **Action Option 47: IMPLEMENT PROCEDURES**

*Implementing procedures to address high incidence AT needs, student specific AT needs and self-contained AT needs will help overcome barriers to create a sustainable model to support students access both general and special education curriculum. High incidence student needs might be met through the availability of software/devices addressing specific reading/writing/math goals. Student specific referrals might take more effort in determining the area(s) of need and accessing specific AT devices/software. Self-contained AT needs might be addressed through implementation of specific AT/AAC needs in the classroom.*

## **Action Option 48: EDUCATE GENERAL EDUCATION ADMINISTRATORS ON ASSISTIVE TECHNOLOGY**

*Educate principals on the importance of assistive / instructional technology in the classroom and UDL; encourage principals to facilitate general education assistive / instructional technology trainings at the building level.*

## **Action Option 49: ALLOT SUFFICIENT TIME FOR ASSISTIVE TECH**

*AT needs to be prioritized, as to allow sufficient time for facilitators to develop quality programming and pursue financing*

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## Action Option 50: AWARENESS ASSISTIVE TECHNOLOGY TRAINING FOR ALL EDUCATION STAFF

*Awareness Assistive Technology training for all (Special Education and General Education) staff not just special education.*

## Action Option 51: BEST PRACTICE-PD ALERTS

*Since AT is IEP driven, not all staff needs or is provided access to the same tools at the same time, given that, a best practice could be to issue a PD Alert when a tool is being launched for a student. Staff area wide would have the opportunity to learn about the upcoming training for the new tool and seek consent to participate in that students training. IE an iTouch is being purchased for a Allegen student and the AT specialist has scheduled training. The PD alert would be issued, and picked up by a Berrien teacher who is interested in using the same tool. Consent would be obtained to address and FERPA issues, opening the door for in-dept training on a more global basis.*

## Action Option 52: DEVELOP BEST PRACTICE UDL INITIATIVES FOR PRINCIPALS/ ADMINISTRATORS

*Provide LOCAL resource options like the Whole Schooling Consortium ([www.coe.wayne.edu/wholeschooling/WS/Trainig-consuld/MP/MichaelIP.html](http://www.coe.wayne.edu/wholeschooling/WS/Trainig-consuld/MP/MichaelIP.html)) so districts have options to dip into intensive training on their timetable*

## Action Option 53: DEVELOP UDL BEST PRACTICE INITIATIVES AT THE BUILDING LEVEL

*Similar to the Train the Trainer approach used by START (modules could include SETT/IEP, Resource Data Base, High Incidence Tools, Tips & Tricks)*

## Action Option 54: ATTEND STATE FUNDED SUMMER CAMP

*Develop a week long summer camp for staff to bring teams to walk through a comprehensive planning program to develop and launch UDL/AT at the building/district level.*

## Action Option 55: LAUNCH COHORTS FOR UDL/AT

*Invite a small select group of districts to train on UDL/AT/co-teaching/inclusion. (similar to how miBLISi go it's wings)*

## Action Option 56: DETERMINE TECHNICAL RESPONSIBILITIES

*Tech HAS to be turn-key for the classroom.  
Determination of where the responsibility lies to make it so needs to be made clear between RESA AT's and district tech staff.  
Teachers are going to give up quick if they are required to run down clitches, they need someone to hand off too that will follow-up and resolve issues.*

## Action Option 57: INCREASE ACCESS TO LAPTOPS

*Gen Ed rooms need laptops IN THE ROOM for kids to access DAILY. Laptops need to be able to go home with kids if that is their work out-put method.*

## Action Option 58: ALLOW PROFESSIONAL DEVELOPMENT SITE VISITS

*Staff needs to be able to visit locations who are doing it well. (UDL/AT) Telling someone how and showing someone how changes the learning curve and buy-in expotentially.*

## Action Option 59: MITS CONSULTANTS HELP

*MITS consultants to come and do evaluations and assist with trainings at the district level because it seems like the barriers are time and money and both are so hard to come by*

## Action Option 60: ALLOCATE MONEY DIFFERENTLY

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*Offer local mini grants from ISD funds that would typically go towards tools/lending library but this time focus more on sustainable issues. i.e. Require use of data to implement technology. Data should revolve around student achievement not just use of tool. Include funds for subs for multiple days throughout the year, coaching, find a way to share results electronically so ideas can be replicated and make sure to include a celebration to show off in front of admins and parents...a showcase or poster session of sorts.*

## **Action Option 61: CUSTOMIZE/STEAL SUCCESSFUL AT MODELS/EVALUATION INSTRUMENTS**

*There are AT models out there that work. Lets look at Georgia, Wisconsin, Qiat, etc and make them work for us.*

## **Action Option 62: DIFFERENTIATE ASSISTIVE TECH TRAININGS**

*We need to do a better job of meeting the needs of adult learners. There are solid research based techniques for sustainable PD and we should be using those techniques in our trainings. A small group of trainers from Region 3 should develop a template for lack of a better word to help guide PD that will meet the needs of different learners and allow PD to be sustainable so that teachers actually change the way they are teaching and working with their students. It's going to take more than one training to change behavior.*

## **Action Option 63: GENERAL ED FRIENDLY TRAININGS**

*We need trainings online, F2F and blended. We should be using Gen Ed friendly terms and present at major AT conference/workshops and advertise for Gen Ed participants. CTG and ATIA should have a gen ed strand just like MACUL has a special ed/UDL strand.*

## **Action Option 64: NO MONEY GRANT OPPORTUNITIES FOR LOCALS**

*There is so much we can do without spending a dime on technology that could get more tech in the hands of students. There are classrooms that aren't using the tech they have to it's fullest and there are classrooms that aren't using the free stuff that's out there. Teachers have to have 5 days of PD. We need to slowly find a way to be appropriately involved in these trainings. A good model is to have the AT 'expert' work with teacher leaders in the locals. Then the teacher leader and the AT person team to work with other teachers. Don't perpetuate expert model but create more balance of strengths and team work. The 'grant' for the local has a focus on team building and coaching rather than tech tools. If money is spent it's reimbursing for subs.*

## **Action Option 65: EACH LOCAL DISTRICT NEEDS TO ESTABLISH THEIR OWN ASSISTIVE TECH TEAM**

*Sometimes the personnel might be limited on the local teams but there needs to be a base of people to work from*